**K-12 Leadership Team PLC**

**August 12, 2013**

“A professional learning community is a team or group of teams working *interdependently* to *achieve a common goal* for which members hold themselves *mutually accountable*.”

Rick DuFour , 2006

**Guiding Question:** How do we become a *Professional Learning Community (PLC)* as we meet the five District goals and implement the 21st Century Model of Education?

**Long-term targets:**

* Bea professional learning community (PLC) by consistently and fully implementing PLC procedures and structures throughout the district
* Meet the five district goals
* Implement the 21st Century Model of Education
* Integrate the Montana Common Core State Standards in English language arts and mathematics throughout the district
* Collaborate with UM and other community stakeholders to implement goals of SHAPE P-20 grant

**Short-term targets for August 12 meeting:**

* I can describe the purposes of the K-12 leadership team in a PLC
* I can outline district team structure, responsibilities and development in a PLC
* I can identify critical questions for principal consideration in a PLC
* I can explain why collaborative teams are our basic organizing structure as we develop our PLC
* I can Identify potential barriers to collaborative teaming at my school and address possible solutions with my colleagues
* I can consider strategies for developing team norms at my school
* I can identify and prepare first K-12 leadership team PLC products and timeline

**Resources Needed:**

* Agenda
* GROUP vs TEAM video—You Tube, Rick DuFour
* Handouts, norm power point, exit ticket

**Roles for July 31 meeting:**

* Alex: The Superintendent ‘s Role in a PLC/Welcome
* Mark: Facilitator/Time keeper/Purposes of K-12 leadership team PLC/Collaborative teams, responsibilities and development in a PLC/Critical questions for principal ponsideration in a PLC
* Heather: Note taker/Timeline for L-12 leadership team PLC products/Plus Delta/Exit ticket
* Karen: Agenda setter/Beginnings matter in a PLC/Collaborative teams as our basic structure in a PLC/Barriers to teaming in a PLC/Background for developing norms in a PLC

BEGIN ON THE CHAIRS

**AGENDA**

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| **TIME** | **ACTIVITY Facilitator** |
| **7:00-7:10** | Review agenda/ Poster of PLC Journey Karen  READING:  “It is common practice in more traditional district cultures for principals to simply inform faculty and staff of a new initiative or direct them to do it. Our experience has been that the quality of work of ***teacher teams*** is directly tied to the quality of the work of the ***principal team***. In other words, before asking teachers to be contributing members of a collaborative team, district leaders—especially the principals—must learn to function as a successful team that focuses on the right things.  Principals who serve on collaborative teams themselves are able to anticipate questions and issues that might arise when teacher teams are engaged in the work of improving student learning, and are able to ***practice and rehearse,*** as a team, what they will ultimately expect of teacher teams. Most important, the principal teams are expected to share student learning data and to share and learn best practice from each other in exactly the same way teacher teams will be expected to perform. In short, effective districts are dedicated to the notion that the principal team must model the behavior expected of others—and work out the kinks ***before*** embedding the new practice in schools….District leaders who are committed to improving the quality of work of teacher teams start by improving the quality of work expected by district wide principal teams.”  *Every School, Every Team, Every Classroom*, Bob Eaker and Janel Keating, p. 92 |
| **7:10-7:20** | Reaching a New Stage in our PLC Journey—WELCOME Alex |
| **7:20-7:30** | Beginnings Matter—*The Morning Meeting*  Karen  The way we begin our time together sets the tone for learning and speaks volumes about what and whom we value, about our expectations for the way we treat each other, and about the way we believe learning occurs.  All of us need to feel that we belong and are valued for competencies, skills, and knowledge we bring to the group and that our unique contributions are recognized and appreciated.  When we begin our time with everyone together, face to face, welcoming each person, sharing thoughts and experiences, listening to each other, and communicating as a caring group, we make several powerful statements:   * We say that each person matters * We say that our culture is one of friendliness and thoughtfulness * We say that hard work can be accomplished and important discoveries can be made by collaborating and being a team * We say that the superintendent holds authority, even though he is part of the circle and * We say that this is a place where courtesy, warmth and safety reign—a place of respect for all.   In order to learn, we must take risks—offering up a tentative answer when we are far from sure it is right or sharing data when we know we have not yet reached our next benchmark. We can take these risks only when we know we will be respected and valued, no matter what the outcome. We must trust in order to risk, and our work together in the leadership team helps create that climate of trust.  ***Good Morning Greeting!***  #1 goes up to anyone in the circle, #2 stands, #1 says: Good Morning! I am \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  #2 says: Good Morning! I am \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. #1 sits in #2’s spot.  #2 repeats with #3…..until all team members have been greeted. |
| **7:30-7:45** | MOVE TO TABLES  Purpose of K-12 Leadership Team in a PLC Mark    Collaborative Team Responsibilities and Development in a PLC (handout)    Critical Questions for Principal Consideration in a PLC (handout) |
| **7:45-8:15** | Why should we use collaborative teams as our basic structure in a PLC? Karen  Rick DuFour—***Group vs Team*** T-Chart—Group/Team  <http://www.youtube.com/watch?v=0hV65KIItlE>    Protocol: Think/Pair/Share  Identify barriers to teaming; problem solve possible solutions to barriers with colleagues  Organizing school staff into meaningful teams and ensuring members have access to one another by addressing the issues of propinquity and time are essential structural issues that **principals** must address in a PLC. Changing structures, however, is never enough. In order to build and sustain the ***culture of collaboration*** focused on ***learning*** and ***results***, principals must provide leadership and support to ensure their faculties use the team time wisely.  ***The School Leaders Guide to Professional Learning Communities at Work***, Richard DuFour and Rebecca DuFour, p. 25    **Propinquity:** the tendency for people to form stronger relationships with people who are in close proximity to them. |
| **8:15-8:30** | Develop Norms/Collective Commitments Karen    *In PLCs norms represent protocols and commitments developed by each team to guide members in working together. Norms help team members clarify expectations regarding how they will work together to achieve their shared goals. When all is said and done, the norms of a group help determine whether it functions as a high-performing team or simply as a loose collection of people. Positive norms will stick only if the group puts them into practice over and over. Being explicit about norms raises the level of effectiveness, maximizes emotional intelligence, produces a positive experience for members, and helps to socialize new members quickly.*   * What IS; DOES; SAYs; IS NOT-- A Great Team Member? (Teams/Share) * What behaviors make for negative group/team experiences? What collective commitments make for positive and productive group/team experiences? * Why should we create norms/collective commitments? (Protocol: Pick one to share. Whip) * What are two types of norms/collective commitments? (Procedural/interpersonal) * What makes a good norm/collective commitment? (Stated in the positive; action)   Short power point re. developing norms; review hand outs. |
| **8:30-8:40** | Review K-12 Leadership Team Products #1 Heather    TIGHT LOOSE  Step 1: Create Team Structure  8-15 to 9-15 Assign all teachers to 1 PLC team    8-15 to 8-15 Identify team leader for each PLC team    8:15 to 9:15 Create (update) guiding coalition/ leadership Team created; members are PLC team leaders (+?)  8:15 to 9:15 Build collaborative PLC team time into the instructional contract schedule (minimum of 60 minutes weekly for each team)  Step 2: Develop Shared Knowledge about the  “WHY” of PLCs  9-24 You will be asked to share concrete evidence of PLC progress |  |
| **8:40-8:55….** | Conclude and review: Heather  Plus/Delta  + What went well?  ^ What might we do differently    Exit Ticket—Yellow 3x5 card:  Question (s) you are walking away with? |  |
| **Important**  **Information** | Agenda and meeting notes *will be* on the wiki *(soonish). You have the handouts. As soon as I can get them all digitized they will be on the wiki also.*    Check-out [*www.allthingsplc.org*](http://www.allthingsplc.org)    Further ideas are pp 132-153 in *Learning by Doing*  *Spend time with your PLC at Work Institute Notebook(s)*    Next meeting: Tuesday, September 24, 1:00-2:30 p.m.    *Please bring a 3-ring notebook with today’s handouts. You may still have the notebook you received last year. ☺ We ask that you keep an up to date notebook of K-12 Leadership team PLC information and bring it to each meeting.*  If you have the PLC Glossary of Key Terms and Concepts: please include it in your notebook.    If you have *Finding Common Ground in Education Reform—*A Presentation of the Research: please include it in your notebook. |  |